Information for continuing education (CE) credit

2020 Vizient/AACN Nurse Residency Program Annual Conference

Activity date: March 9 – 12, 2020

Course director: Course director: Evy Olson, MSN, MBA, RN

Vizient is committed to complying with the criteria set forth by the accrediting agencies in order to provide this quality course. To receive credit for educational activities, you must successfully complete all course requirements.

**Requirements**

1. Attend the course in its entirety
2. After the course, you will receive an email with instructions and an access code that you will need to obtain your CE credit
3. Complete the evaluation form no later than April 23, 2020

Upon successful completion of the course requirements, you will be able to print your CE certificate.

**Learning objectives**

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| M2 NRP Coordinator Training  |
| Explain the components of the Nurse Residency Program, including the people, curriculum and structure. |
| Demonstrate how the Nurse Residency program fits into the organization and how it can be adapted as needed. |
| Demonstrate the tools and support needed to get started on a successful first year of the Nurse Residency Program. |
| T2 Keynote: The Art of Perception: Seeing What Matters |
| Recall participants’’ sense of critical inquiry. |
| Recognize the role of cultural competence in the workplace through the analysis of works of art. |
| Examine cognitive bias and how it affects decision making. |
| M1 Evidence-Based Practice and the NRP: Resources for Growing EBP in Your Program |
| Outline significance of evidence-based practice. |
| Identify resources that might be leveraged within or outside of your organization to support literature review, synthesis of literature and recommendation for change. |
| Demonstrate why the evidence-based practice project is a key component of the Vizient/AACN Nurse Residency Program TM. |
| T1 Getting on the same page: a grounded theory research study of nurse and physician development |
| Distinguish the three phases of practice development as described by nurses and physicians: education, early practice, later practice. |
| Review the relationships and connections of each phase of practice development. |
| T4:1 Resiliency Unfiltered: Making Yourself a Priority |
| Identify the benefits of caring for yourself in every way possible to promote resilience. |
| Discuss benefits of healthy boundaries with patients and family members. |
| Present techniques that can be used in daily practice to enhance the patient, family and nurse experience through empathy and engagement. |
| T4:2 Gaining and Maintaining Situation Awareness |
| Describe situation awareness. |
| Describe how to increase own situation awareness. |
| T4:3 Mirror-Mirror on the Wall: Coordinator Reflections Tell All |
| Describe how reflective practice is used as a program evaluation tool for NRP Coordinators. |
| List four strategies to improve a nurse residency program using reflective practice. |
| T5:1 Evidence Based Practice Projects – Taking the next step |
| Describe the five components of a scientific abstract. |
| Develop a dissemination plan. |
| Explain use of Calls for Abstracts/Author Materials/Author Submission Guidelines and scientific publication ethics for abstract or manuscript submission. |
| T5:2 GAMES: Generating activities that manifest engagement in seminars |
| Discuss how different teaching modalities can enhance resident engagement. |
| Implement fun strategies to enhance learning. |
| T5:3 Internal Transfers - New Unit? Same Nurse Residency |
| Discuss the unique educational challenges associated with employees transferring within a large, multi-site healthcare system. |
| Devise a process to ensure seamless transition for new graduate nurses transferring between Nurse Residency Programs in a large, multi-site healthcare system.  |
| T6:1 Changing Behavior Through Feedback |
| Describe one strategy to improve the skill of providing feedback. |
| Explain one strategy to improve the skill of receiving feedback. |
| T6:2 I Will Survive! Defense Against Bullying |
| Describe the differences between incivility, bullying, and latera/horizontal violence. |
| Discuss the value of cognitive rehearsal as an intervention against incivility and bullying. |
| T6:3 Transitions: A Novel 5-Phase Progression to Independent Practice |
| Discuss the importance of a customized unit orientation guide for new nurse graduate transition to independent practice. |
| Utilize the 5-Phase Transitions guide to create a customized orientation program for your unit. |
| T7:2 Racing the Road Less Traveled |
| Identify key areas of inter-departmental travel for nurse residents. |
| Develop an interactive game to improve nurse residents’ knowledge of their work campus. |
| T7:3 Getting Connected to #Nurse Residency with Social Media |
| Identify ways social media can be utilized by a NRP to enhance communication and engagement with nurse residents.  |
| Describe how to create a social media account that maintains nurse resident privacy and aligns with organizational policies. |
| T8:1 Engaging the Millennial: NRP Can Be Fun |
| Recognize 2 attributes of the Millennial learner. |
| Identify 3 teaching methods for engaging the Millennial resident. |
| T8:2 We Are Family: Understanding Broadened Through Interdisciplinary Education |
| Discuss the value of including interdisciplinary colleagues in Nurse Residency education. |
| Identify the areas of expertise of the interdisciplinary faculty of the Nurse Residency Program. |
| W1 The Power of Nursing: Yesterday, Today and Tomorrow |
| Discuss trends, challenges and opportunities in practice. |
| Discuss opportunities to increase nursing’s influence and impact. |
| W4:2 Narrative Nursing : Telling our stories and celebrating our nursing work |
| Discuss narrative pedagogy as a learning strategy. |
| Describe how to tell one’s story effectively. |
| Utilize stories to deepen one’s understanding of the nurses-patient relationship. |
| W4:3 Creating an EBP Culture through the Nurse Residency Program |
| Identify strategies to build an Evidence-Based Practice culture. |
| Describe institutional outcomes of supporting a nurse residency program. |
| W5:1 Working in partnership: Medical and Nurse residency EBP’s |
| Identify ways to implement collaboration between medical residents and nursing residents in Evidence Based Projects. |
| Describe barriers to coordinating medical and nurse residency EBP’s and 2 ways to overcome barriers. |
| W8:1 Get PREPared for a CCNE Accreditation Site Visit |
| Discuss tips and tricks organizations can implement for a site visit. |
| Analyze the need for detailed preparation. |
| W8:2 Follow the Yellow Brick “Path” for Precepting Residents |
| Prepare unit-based orientations based on the learning needs of the new graduate nurse using a Preceptor Orientation Pathway Template. |
| W9:1 Why You Can and Why It Matters: Accreditation |
| Explain the organizational value and importance of accreditation.  |
| Describe the steps of the accreditation journey to formulate a plan.  |
| W9:2 Preceptor Recognition of Excellence Program |
| Discuss components of a meaningful preceptor recognition program. |
| Identify how to plan, develop and implement a preceptor recognition program. |
| TH1:1 Mentor Rounding: Growing the Grads and Increasing Retention |
| Describe methods to improve mentorship within an organization. |
| Identify ways to help with early recognition of resident’s strengths and weaknesses to improve program outcomes and retention. |
| TH1:2 NYC Nurse Residency Consortium: A Public-Private Partnership Addresses Retention of New Nurses |
| Discuss return on investment (ROI), financially and professionally associated with Nurse Residency Programs. |
| Discuss the history, journey to implementation and lessons learned from creating the NYC Nurse Residency Consortium. |
| TH2:1 Moving Mentoring into the 21st Century! |
| Identify an innovative strategy to mentoring. |
| Explain instructional strategies to be used to engage learners in a live demonstration of mentoring online platform. |
| TH2:2 Expansion of an Academic Medical Center Residency to a Health System Community Hospital |
| Identify starting points to expand a residency program within a health system. |
| Discuss potential obstacles and how to overcome them. |
| TH3:1 Career Coaching for the Newly Licensed Nurse |
| Identify organizational tools that can be adapted for professional development of a newly licensed nurse. |
| TH3:2 Incorporating AACN/Vizient into an Existing Pediatric Nurse Residency |
| Describe how to combine AACN/Vizient with existing nursing residency programs. |
| Discover methods to create high performing, committed nurse residents in any specialty. |



**Joint Accreditation Statement:**

In support of improving patient care, Vizient, Inc. is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

**Designation Statements:**

#### NURSING

This program is designated for 15.50 hours.

**CONFLICT OF INTEREST/CONTENT VALIDATION POLICY:**

As an accredited provider of continuing medical education/continuing education Vizient is dedicated to ensuring balance, independence, objectivity, and scientific rigor in all of its CME/CE activities. Vizient requires all potential faculty and program planners, in advance, to disclose financial relationships with relevant commercial interests. Vizient uses that information to determine whether prospective contributors have potential conflicts of interest. If significant relationships are disclosed, Vizient assesses how those potential conflicts of interest may affect CME/CE content. Vizient requires that all conflicts of interest be resolved prior to participation in the activity. Vizient is committed to resolving potential conflicts of interest, although if contributors have significant relationships that cannot be reconciled, Vizient reserves the right to prohibit participation. Faculty presenters are also expected to disclose any discussion of (1) off-label or investigational uses of FDA approved commercial products or devices or (2) products or devices not yet approved in the United States.

### DISCLOSURE STATEMENTS:

### Current accrediting agency guidelines and Vizient policy state that participants in educational activities should be made aware of any affiliation or financial interest that may affect the presentation and if there will be any discussion of unapproved or investigative use of commercial products/devices. Each planning committee member, reviewer and speaker has completed a Disclosure of Relevant Financial Relationships form.

Relevant financial relationships: None of the planning committee members or presenters have anything to disclose.

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